6.W.1.1 Students are able to **create** <u>narrative</u> and <u>descriptive texts</u> of more than one paragraph.

Verbs Defined:
- create -- write

Key Terms Defined:
- narrative text-- piece of writing that contains a sequence of events with a beginning, middle, and end
- descriptive text – writing that describes a person, place or object

Teacher Speak:
> Students are able to create narrative text (piece of writing that contains a sequence of events with a beginning, middle, and end) and descriptive text (writing that describes a person, place or object) written materials of more than one paragraph.

Student Speak:
> I can write a piece:
- that contains a sequence of events with a beginning, middle, and end (narrative text) of more than one paragraph.
- that describes a person, place or object (descriptive text) in more than one paragraph.

6.W.1.2 Students are able to **use** an <u>organizational pattern</u> that includes an effective introduction, body, and conclusion.

Verbs Defined:

Key Terms Defined:
- organizational pattern –how the text is written using chronological order, cause/effect, problem/solution, or compare/contrast.

Teacher Speak:
> Students are able to use an organizational pattern (how the text is written using chronological order, cause/effect, problem/solution or compare/contrast) that includes an effective introduction, body, and conclusion.

Student Speak:
> I can use:
- chronological order
- cause/effect,
- problem/solution,
- compare/contrast (an organizational pattern)

> that includes an effective introduction, body, and conclusion.

6.W.1.3 Students are able to **use** the <u>appropriate form</u> of writing to **address** <u>purpose</u> and <u>audience</u>.

Verbs Defined:
- address -- relate to

Key Terms Defined:
- appropriate form -- best type
- purpose -- reason for writing
- audience – reader or listener

Teacher Speak:
Students are able to use the appropriate form (best type) to address (relate to) purpose (reason for writing) and audience (reader or listener).

Student Speak:
I can use the best type (appropriate form) of writing, which relates to (addresses) the reason for writing (purpose) and the reader or listener (audience).

6.W.2.1 Students are able to **model** a range of <u>strategies</u> authors use in <u>narration</u> and <u>description</u>.

Verbs Defined:
- model -- use

Key Terms Defined:
- strategies – literary devices
    - dialogue
    - hyperbole
    - simile
    - idiom
    - alliteration
    - metaphor
    - personification
    - repetition
- narration -- a story written in logical order
- description -- a detailed piece of writing

Teacher Speak:
Students are able to model (use) a range of strategies (literary devices) authors use in narration (a story written in logical order) and description (a detailed piece of writing).

Student Speak:
I can use (model) a range of literary devices (strategies)
- dialogue
- hyperbole
- simile
- idiom
- alliteration
- metaphor
- personification
- repetition

authors use in a story written in logical order (narration) and a detailed piece of writing (description).

6. W.2.2 Students are able to **revise** writing to **improve** <u>organization</u> and <u>support</u> <u>of</u> <u>ideas</u>.

Verbs Defined:
- revise -- change writing by adding, cutting, or moving around ideas and details

Key Terms Defined:
- organization -- arrangement of ideas
- support of ideas -- details/examples

Teacher Speak:
Students are able to revise (change writing by adding, cutting, or moving around ideas and details) writing to improve organization (arrangement of ideas) and support of ideas (details/examples).

Student Speak:
I can change my writing by adding, cutting, or moving around ideas and details (revise) to improve the arrangement of ideas (organization) and details/examples (support of ideas).

6.W.3.1 Students are able to **apply** knowledge of <u>standard language usage</u>.

Verbs Defined:

Key Terms Defined:
- standard language usage – accepted forms of written and spoken formal English taught in schools

Teacher Speak:
Students are able to apply knowledge of standard language usage (accepted forms of the written and spoken formal English taught in schools).

Student Speak:
I can apply accepted forms of the written and spoken formal English taught in schools (standard language usage)
- 8 parts of speech
- subject/verb agreement.

6.W.3.2 Students are able to **edit** <u>final copies</u> for correctness.

Verbs Defined:
- edit -- correct

Key Terms Defined:
- final copies -- copy of work to be published or graded

Teacher Speak:
Students are able to edit (correct) final copies (copy of work to be published or graded) for correctness.

Student Speak:
I can correct (edit) by
- replacing or deleting words, phrases, and sentences that sound awkward or confusing
- changing errors in spelling, usage, mechanics, and grammar

in copies of work to be published or graded (final copies) for correctness.

6.W.4.1 Students are able to **write** to **clarify** <u>knowledge</u> in a <u>specific subject</u>.

Verbs Defined:
- clarify -- explain

Key Terms Defined:
- knowledge -- facts
- specific subject -- specific subject

Teacher Speak:
Students are able to write to clarify (explain) knowledge (facts) in a specific subject.

Student Speak:
I can write to explain (clarify) facts (knowledge) in a specific subject.

6.W.4.2. Students are able to **write** <u>texts</u>, supported by <u>references</u>, which focus on key ideas, issues, or situations in a <u>specific discipline</u>.

Verbs Defined:

Key Terms Defined:
- texts -- written materials
- references -- sources that explain or clarify
- specific discipline -- single topic or area of interest

Teacher Speak:
Students are able to write texts (written materials), supported by references (sources that explain or clarify), which focus on key ideas, issues, or situations in a specific discipline (single topic or area of interest).

Student Speak:
I can write materials (texts), supported by sources that explain or clarify (references), which focus on key ideas, issues, or situations in a single topic or area of interest (specific discipline).